

The Pedagogy of Poverty Versus Good Teaching

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<http://www.enc.org/print/topics/equity/articles/document.shtm?input=ACQ-111376-1376>

Before Reading Activities

1. Ask participants to close their eyes and visualize what comes to mind when they hear the words, “urban education.” Give participants 15 seconds to do this. Ask them to share the mental pictures that came to mind with partner. To process the sharing, use the following questions.
 - Did you and your partner have similar images? What were they?
 - What was different about the images of each partner?
 - What might account for the similarities and differences in your mental images?
2. Explain that urban education is a branch of research that addresses the challenges of teaching poor students of color living in the inner cities of the United States. The author of the article, Dr. Martin Haberman, suggests that there is a typical form of teaching that has become the accepted standard in urban schools. Use the Think-Pair-Pairs-Share strategy to prompt participants to predict the teaching behaviors that the author names.
 - **THINK** – Take 30 seconds to privately brainstorm a list of the teaching behaviors that you think the author will name.
 - **PAIR** – With a partner, compare the brainstormed lists. Make a new list of the teaching behaviors that are on both individual lists.
 - **PAIRS** – Ask two sets of partners to pair to form a foursome. These groups again make a new list of the common behaviors on the pair’s lists.
 - **SHARE** – Use a random calling method to have the teaching behaviors on the lists written by the foursomes shared in the whole group. To randomly identify a person in each group to report the group’s work, ask that the person with a birthday closest to today, or the person with the last name closest to “A, ” or the person with the most experience in your school, etc., to stand and tell one teaching behavior that was on the group’s list. If not all common behaviors are identified in the first round of reporting out, you can randomly name another person to stand and report out in each group.

During Reading Activity

As you read the article, use the **ERRQ** strategy. **ERRQ** stands for **E**stimate, **R**ead, **R**espond, and **Q**uestion. This is an excellent strategy to model for teachers because they can use it very effectively with their own students. To begin, ask participants if they have ever gotten to the end of the page they were reading and realized that their minds had wandered from the text. As adults, we know this is a common occurrence and we know that we have to go back and reread. Students do not always recognize that their minds have wandered and don’t know how to regain concentration. This is where **ERRQ** can be so effective. The steps are:

- **Estimate** – Ask participants to estimate how far they can read in the article before their minds start to wander. With a pencil, they mark that line on the page.
- **Read** – Participants read until they get to the marked line on the page.
- **Respond** – First, participants ask themselves if they were able to stay fully engaged with the text until they got to the marked spot. If they did, great! If they didn't, the spot they marked was not a good estimation. This should be considered as they estimate for the next portion of the text. The second part of this step is to do something with the text that has just been read. Participants may summarize the content, think about the part that was most interesting to them, or think about the content that was not in line with their own experience.
- **Question** – In this part of the strategy, participants ask themselves a question about the content they have just read, or they can ask themselves a question they think will be answered in the next part of the article.

At this point in the strategy, participants repeat the ERRQ process by estimating, reading, responding, and questioning. This process is continued until the full article is read.

After Reading Activities

1. Give participants about 30 seconds of think time to consider the differences between the concepts and practices of *behavior management* versus *behavior teaching*. With a partner or in a small group, ask participants to discuss the differences between *behavior management* and *behavior teaching* in light of Dr. Haberman's article. In the whole group, discuss the specific points identified by discussion partners and the implications for teachers, students, and schools.
2. Divide the whole group into six smaller groups. Refer participants to pages 8-11 of the article. On these pages, Dr. Haberman describes 12 teaching approaches that can serve as an alternative to the pedagogy of poverty. Assign each small group two of the approaches described on these pages. Ask the groups to record specific and observable practices in your school that match Dr. Haberman's approaches. Next, ask participants to brainstorm a list of specific and observable ways to improve the approaches in your school. The brainstormed list can be recorded on chart paper. Ask participants to consider the list and then give each person two-four adhesive dots. Ask them to place the dots beside the ideas on the list that they think warrant further investigation and study by the staff.